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Method of Teaching Word Formation in Elementary School Students

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ANNOTATION

The article deals with the implementation of the cognitive goal of teaching the native language in elementary school on the basis of the organization of the sign-symbolic perception of the younger student. New approaches to the study of the composition of the word in the lessons of the native language are explored on the basis of the awareness of the morpheme as a linguistic sign. This technique contributes to the development of speech and cognitive abilities of students.

KEYWORDS: cognitive goal of learning, system of linguistic signs, unit of language, word structure, morphemic and word-formation analysis, interpretation of the meaning of a word.

Morphemics is a branch of the science of language that studies morphemes as part of a word. Word formation studies the formation of words from other words with the help of certain operations.

The task of the teacher is to create optimal conditions for children to realize the relationship that exists in the language of the maximum conditions for the lexical meaning of the word and its morphemic composition, purposefully manage on this basis the refinement of the student 's dictionary . Familiarization with the basics of word formation contributes to the enrichment of schoolchildren's knowledge about the reality around them. Awareness of the role of morphemes in a word, as well as the semantic meaning of prefixes and suffixes, contributes to the formation of speech accuracy among schoolchildren. The study of the morphemic composition of a word is of great importance for the formation of spelling skills.

All morphemes in a word are interconnected; the meaning of each morpheme will be revealed only in the composition of the word. Proceeding from this, the study of the root, prefix, suffix and ending by schoolchildren is carried out in interaction: at first, students get acquainted with the essence of all morphemes in their comparison with each other, and then each morpheme is studied separately from the semantic- word -forming and orthographic sides.

1st stage - **propaedeutic** (preliminary preparatory) **word-formation observations** .

It is difficult for 1st graders to understand the semantic commonality of cognate words, which, in turn, is associated with the inability to abstract the semantic meaning of the root from the lexical meaning of each of the words that make up the group of cognate words. Therefore, a special study of the morphemic composition of words is preceded by observations of the "kinship" of words in terms of their meaning and composition.

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Observations in class I are organically included in the content of the material being studied, and the need for these observations is often determined by the need to reveal the meaning of the word, to explain its spelling.

2nd stage - **familiarization with cognate words and morphemes** . Basic studies . tasks of this stage:

- introduce the features of the root, prefix, suffix and ending as meaningful parts of words,
- begin to form the concept of "single-root words",
- To make observations on the uniform spelling of the root in cognate words.

The formation of the concept of "single-root words" is associated with the assimilation of their features: semantic and structural commonality, i.e. the development of schoolchildren 's ability to correlate the lexical meaning of cognate words and their morphemic composition, highlighting the common.

In order to develop in younger students. the ability to recognize single- root words by their two essential features, the opposition of single-root words and synonyms is carried out, as well as the opposition of single- root words and words with homonymous roots.

The study of cognate words includes observations of the uniform spelling of the root in them. These observations form the basis for the conscious writing of the tested unstressed vowels, paired sounds in the roots of words.

Knowledge about the uniform spelling of the root in single-root words is important for the formation of the skill of spelling words with unverifiable unstressed vowels. Fundamentally. Therefore, when familiarizing students with the spelling of words that are written in accordance with the traditional prep, it is important to teach them how to write correctly not only the word given in the dictionary, but also the entire group of related words: frost, frost, freeze, etc.

3rd stage - **the study of the specifics and role in the language of the root, prefixes suffixes;** familiarization with the essence of the morphological principle of spelling; formation of spelling skills of roots and prefixes (Grade II). At the 3rd stage of the system for studying the morphemic composition of words, the following learning tasks are solved:

- formation of concepts: "root", "prefix", "suffix", "ending",
- development of ideas about the relationship between the lexical meaning of a word and its morphemic composition,
- the formation of the spelling skill of checked unstressed vowels, paired deaf and voiced consonants in the roots of words, as well as the skill of continuous and graphically correct spelling of prefixes,
- Development of the ability to consciously use words with prefixes and suffixes in speech.

Features of the study of the root . When forming the concept of "root", younger schoolchildren are guided by 3 signs of the root: "The root is the main part of the word, which is common to all words with the same root. The root contains the common meaning of all words with the same root.

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The main provision that generally determines the method of working on the root is the disclosure, on the one hand, of the role of the root as the core of the lexical meaning of the word, on the other hand, the assimilation of the root as a common part of related words, which contains the commonality of the semantics of these words.

It is important that students, when analyzing single-root words, learn to explain which part of the word makes these words single-root (the root is highlighted) and which part or parts make them different in meaning (the prefix or suffix or both parts are highlighted).

In the beginning . to l . students study the first two signs and learn the following definition: "A prefix is a part of a word that comes before the root and serves to form new words."

Assimilation by younger schoolchildren of the word-building role of prefixes occurs most successfully, provided that their semantic meaning is disclosed.

It is most convenient to acquaint students with the semantic role of prefixes using the example of verbs, since the prefixal method of formation is the most typical for verbs. In this case, prefixed verbs are formed from non- prefixed ones . The latter circumstance is of great didactic importance: it becomes possible to compare single-root verbs without a prefix and with a prefix, and conditions are created in which the semantic role of the prefix appears especially clearly (for example: to carry, but to take out of the city, etc.).

To understand the derivational role of prefixes in unity with their semantic meaning, the following groups of exercises are used:

The 1st group of exercises includes tasks based on the comparison of cognate words, the semantic difference of which is due to different prefixes.

The 2nd group of exercises is characterized by comparing the same prefix in different words or by comparing prefixes that have a similar meaning. The purpose of the exercises is an elementary generalization of knowledge about the semantics of prefixes.

The 3rd group consists of lexico-grammatical and lexical-stylistic analysis of the text. Exercises contribute to the development of accurate and conscious use of words with prefixes in speech.

Along with observations on the semantics and word-formation role of prefixes, work is also being done on the formation of the skill of continuous and graphically correct writing of prefixes. In elementary grades, as you know, the writing of such prefixes is practiced, which are always written the same way, regardless of pronunciation. Students practice spelling vowels and consonants in prefixes. Special work is carried out on the comparison and opposition of prepositions and prefixes.

<u>Methods of work on the assimilation of the function of suffixes.</u> The main task of studying this morpheme is to acquaint students with the role of suffixes in a word and, on this basis, develop in schoolchildren the ability to consciously use words with suffixes in their speech. It is important to bring the student closer to understanding that using a suffix to form a word with a new lexical meaning (meaning word -formed suffixes), and so on . to give the word one or another semantic connotation (meaning the suffixes of evaluation).

In the beginning. cl . the task of developing suffix spelling skills is not set, and only in a preliminary form do students get acquainted with writing some of the most common suffixes

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in children's speech, which have a constant graphic style and do not require knowledge of the rules.

In order to acquaint students with the word -forming role of suffixes, the teacher widely draws on suffixes with which words are formed - the names of various kinds of objects, words denoting people according to their occupations, etc. Students compare single-root words with themselves; establish similarities and differences between them both by composition and lexical meaning. Based on the results of the comparison, it is concluded that the semantic difference between these words is conveyed with the help of a suffix, that it was with the help of a suffix that another word was formed from one word.

Similarly, when getting acquainted with the meaning of diminutive-petting and augmentative suffixes, the teacher relies on the specific ideas of the students .

Comparison of the suffix with the prefix and ending also contributes to understanding the role of the suffix. The suffix is compared with the prefix in order to establish similarities in their derivational role and differences, taking into account the place they occupy in the word. Comparison is effective when it is carried out in the process of performing derivational exercises, and, thus, the role of the prefix and suffix appears most clearly.

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